

Bore da

Helpwr Heddiw



Pwy sydd Helpwr
Heddiw?

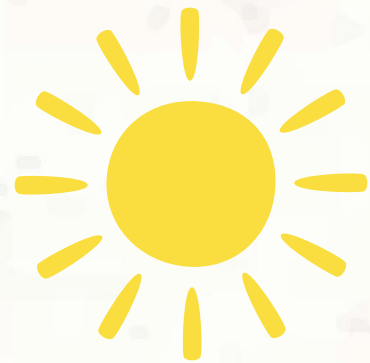


Sut mae'r tywydd heddiw?

Wintog



Heulog/braf



Bwrw glaw



Stormus



Bwrw eira



Mae hi'n

...



the days of
the week

Pa ddiwnord yw hi heddiw?

dydd Llun

dydd Mawrth

dydd Mercher

dydd Iau

dydd Gwener

dydd Sadwrn

dydd Sul

Dydd...yw hi

heddiw



Pa dymor yw hi?

Hydref



Gaeaf



Gwanwyn



Haf



Pa fis yw hi?



Ionawr



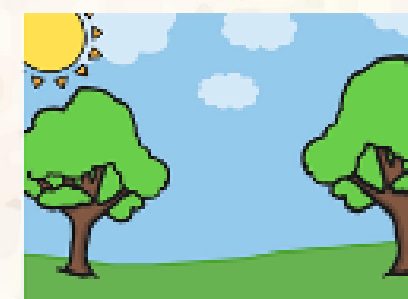
Chwefror



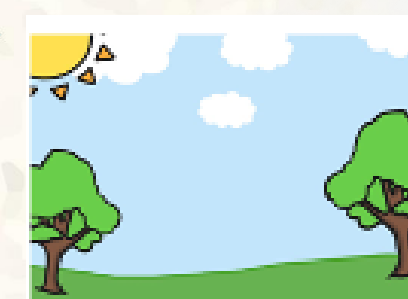
Mawrth



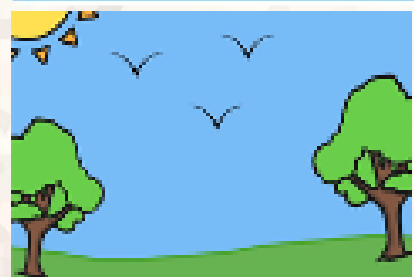
Ebrill



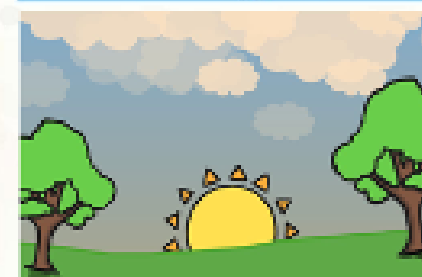
Mai



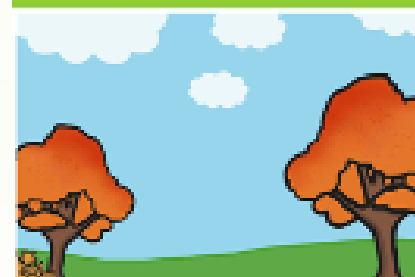
Mehefin



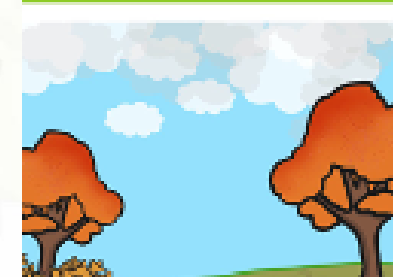
Gorffennaf



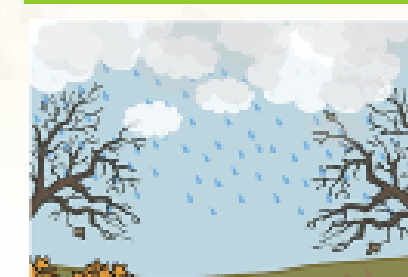
Awst



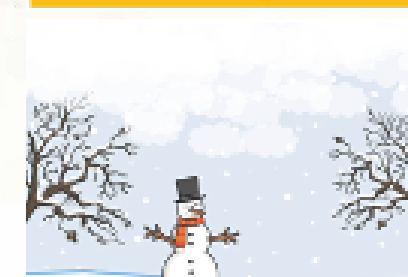
Medi



Hydref



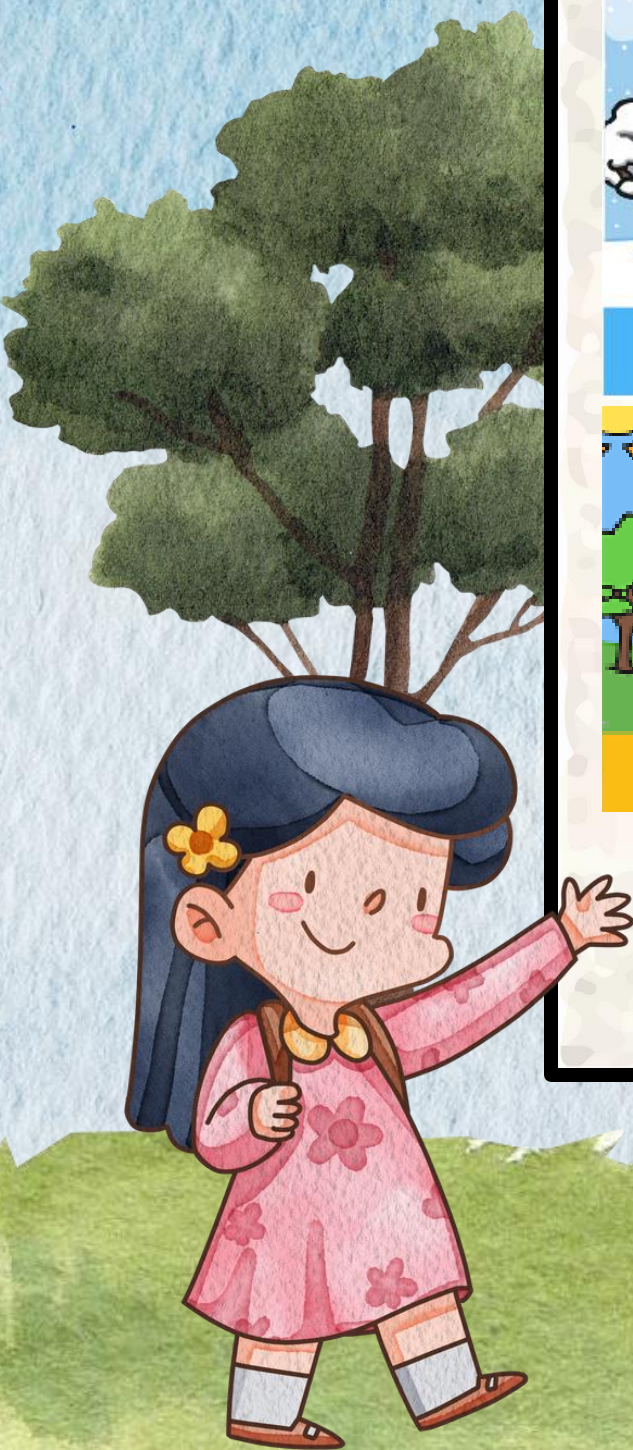
Tachwedd



Rhagfyr

Mis...yw

hi





Sut roedd yn tywydd ddoe?



Roedd

hi'n....



Sut wyt ti'n teimlo heddiw?

Wedi blino



lawn



Hapus



trist



grac

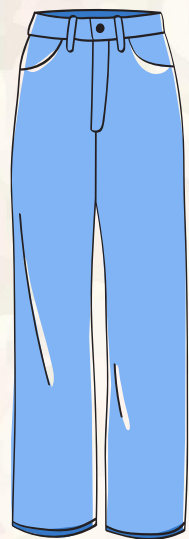


Dw

I'n....heddiw.



Beth wyt ti'n wisgo?



Dw i'n wigso...



Cynllun Gwers Lesson Plan

Blwyddyn: <i>Year:</i> <i>Blwyddyn pedwar</i>	Maes Dysgu a Phrofiad: <i>Area of Learning and Experience:</i> <i>Cymraeg, Language, literacy and communication.</i>	Amcan y wers: <i>Aims of the lesson:</i> <i>Rwy'n gallu ofyn ac ated cwestiynau yn cymraeg</i>
Gwybodaeth flaenorol: <i>Previous knowledge:</i> <i>patrymau tywydd</i> <i>Dyddiau'r wythnos</i> <i>Tymhorau</i> <i>Misoedd y flwyddyn</i> <i>Disgrifio dillad</i> <i>Teimladau</i>	Geirfa allweddol / Ffocws iaith: <i>Key vocabulary / Language focus:</i> <i>Go through the powerpoint and use the sandwiching technique (I say, children say, I repeat)</i> <i>Ensure pronunciation is correct and to correct children if necessary.</i> <i>Practice actions to go with words to support children in remembering them.</i> <i>1. Sut mae'r tywydd heddiw? Mae hi'n...</i> <i>2. Pa ddiwrnod yw hi heddiw ? Dydd...yw hi heddiw.</i> <i>3. Pa dymor yw hi?</i> <i>4. Pa fis yw hi?mis...yw hi.</i> <i>5. Sut roedd y tywydd ddoe? Roedd hi'n...</i> <i>6. Sut wyt ti'n teimlo heddiw? Dw i'n...heddiw.</i> <i>7. Beth wyt ti'n wisgo? Dw i'n wisgo.</i>	Gweithgareddau Addysgu a Dysgu: <i>Teaching and Learning Activities:</i> <i>Slot drillio: to be repeated for 10 minutes each day to support pupils welsh language proficiency.</i> <i>Dau helpwr heddiw pick one lollipop stick each and repeat the patrwn iaith to the person.</i> <i>Pass dewi ddraig to the person responding.</i> <i>Athrowon – model the patrwn iaith to the children. Listen for any misconceptions and supprot the children, use actions to help.</i> <i>Continue this until all the children have ofyn ac acted cwestiynau yn cymraeg.</i>
Adnoddau: <i>Resources:</i> <i>Powerpoint presentation</i> <i>Cardiau patrwm iaith</i> <i>Dewi ddraig (welsh teddy)</i> <i>Lollipop sticks</i> <i>Dau helpwr heddiw</i>		

Micro Lesson Evaluation

The Welsh Language is a mandatory subject that all children and young people within Wales have access to (Welsh Government, 2024). It is described by the Welsh Government (2024) that the Welsh language belongs to everyone and is encouraged to be enjoyed and learnt, both within and outside of the classroom. By developing the Welsh language within the school, I will be contributing to the ‘Cymraeg 2050: A million Welsh speakers target (Welsh Government, 2017). Adhering to the Professional Standards for Teaching and Learning (Welsh Government, 2024), Integrating the Welsh language both within and outside of the classroom can support the teachers’ professional learning and pedagogical practice.

I conducted a micro lesson to a year 4 English medium class, this lesson was aimed to introduce young learners to essential vocabulary and sentence structures related to patrymau tywydd (weather patterns), disgrifio dillad (describing clothes), teimladau (feelings), tymhorau (seasons), misoedd y flwyddyn (months of the year) and dyddiau’r wythnos (days of the week). The lesson was structured to build upon the learners’ prior knowledge, starting with more familiar topics and gradually introducing new vocabulary and sentence patterns. Madgwick (2021) suggests that building upon prior knowledge plays an important role in how pupils learn, supporting them to learn more complex ideas. However, Magwick (2021) considers where prior knowledge is weak pupils are more likely to develop misconceptions. Therefore, this micro-session was repeated daily, incorporating new language patterns and phrases to overcome any misconceptions.

I created a ‘Helpwr Heddiw’ PowerPoint which incorporated interactive elements to maintain student engagement. Two Helpwr Heddiw were chosen to be an active participant within the lesson. Each PowerPoint slide contained different topics and language patterns, and I utilised the sandwiching effect. While the sandwiching technique supported pronunciation, some pupils required visual cues. This suggests that future lesson could benefit from language mats on the table to support the pupils. Montessori (cited in Montessori Academy, 2017) believed that ‘repetition is the secret of perfection’ and by allowing children with the opportunity to practice their skills and knowledge will support their proficiency. I used actions to model and scaffold the learning to strengthen the children's memory. The two Helpwr Heddiw then used ‘dewi ddraig’ to ask children within the class the questions, such as “sut mae’r tywydd heddiw?” (How’s the weather today?). Through asking and answering questions, not only reinforced vocabulary but also promoted conversational skills.

Formative assessment was integrated throughout the lesson through observation and interactive activities. I provided the learners with immediate feedback, guiding learners to the correct pronunciation and usage. I also endeavoured to consistently use Welsh praise motivate students in their learning. Additionally, the Helpwr Heddiws were encouraged to provide peer feedback, allowing students to learn from each other and build confidence in their language abilities.

The micro-Welsh language lesson effectively introduced young learners to vocabulary and sentence structures. The students were provided with opportunities to practice and apply their Welsh language skills. To further apply pupils' Welsh language skills, Welsh follow up activities could be used. The lesson was conducted effectively, and the students remained engaged with the content of the lesson. In future, to conform to the professional standards for teaching and learning (Welsh Government, 2024), I would endeavour to use more incidental Welsh language for instructions and continue to practice my Welsh language skills throughout my time as a teacher. The lesson successfully met its objectives, laying a solid foundation for further Welsh language learning.

References

Madgwick (2021) *EEF blog: BCF- Exploring the evidence: Prior knowledge and pupils misconceptions*. Available at: <https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions> (Accessed: 6th May 2025)

Montessori Academy (2017) *The Importance of Repetition in Early Childhood*. Available at: <https://montessoriacademy.com.au/repetition-child-development-montessori/#:~:text=Montessori%20and%20Repetition%20in%20Child,is%20the%20Montessori%20work%20cycle>. (Accessed: 6th May 2025)

Welsh Government (2017) *Cymraeg 2050*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf> (Accessed: May 6th 2025)

Welsh Government (2024) *Language, literacy and communication*. Available at: <https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/designing-your-curriculum/#welsh-in-english-medium-education> (Accessed: 6th May 2025)

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